DOCUMENT RESUME

ED 145 798 HE 009 396

AUTHOR	Farmer, James: Littel, Robert I.
TITLE	An Evaluation of the Small College Consortium, A Title III Project. Part I: Survey Results.
INSTITUTION	Small Coll. Consortium, Washington, D.C.; Systems Research, Inc., Washington, D.C.
REPORT NO	SR-77-0025
PUB DATE	Jul 77
NOTE	61p.
AVAILABLE FROM	Small College Consortium, 2000 P St. N.W., Suite 400, Washington, D.C. 20036
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Accountability; *Colleges; *Consortia; Educational Legislation; Federal Aid; Federal Legislation; *Federal Programs; *Higher Education; *Program Development; Program Evaluation; *Small Colleges
IDENTIFIERS	Higher Education Act 1965; *Institutional Development

ABSTRACT

The Small College Consortium is a project funded under Title III of the Higher Education Act of 1965 for developing institutions. Under the project, technical assistance and financial resources were provided to 54 colleges to learn to use new techniques and processes to overcome weak areas of their institutions. The evaluation covers the fiscal year 1976-77 and has three purposes: (1) to assess the programs of participating institutions in fulfilling the objectives of the project; (2) to provide additional insight into the developmental process; and (3) to identify procedures used by colleges to assure accountability. Part one of the evaluation presents the results of a survey conducted in May 1977 and supplementary materials. The survey gathered specific data from the institutions, evaluations by college presidents, and responses by the project's on-campus coordinator or representative. This was supplemented by a review of institutional growth plans and staff papers in the consortiums' Washington, D.C. office. The information in part one covers institutional health, college evaluation, project activities, the Washington, D.C. office, and project accountability. (MSE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED145798

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Small College Consortium

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

HE 009396

Small College Consortium
Institutional Development Project

SMALL COLLEGE CONSORTIUM

PROJECT STAFF AS OF JUNE 30, 1977

EXECUTIVE DIRECTOR:	Thomas H. Englund
ASSOCIATE DIRECTOR:	Joan DeGuire North
TECHNICAL ASSISTANCE DIRECTORS:	
PLANNING, MANAGEMENT INFORMATION, AND EVALUATION	Greg Markovich
ACADEMIC AND STUDENT PROGRAM DEVELOPMENT	Clifford B. Garrison
PERSONNEL MANAGEMENT AND DEVELOPMENT	Joan DeGuire North
COLLEGE ADVISOR:	John A. Anderson
ADMINISTRATIVE ASSISTANTS:	Gray Jacobik Kathleen Tabler
SECRETARY:	Carolyn Crouch-Ropshaw

AN EVALUATION OF THE SMALL COLLEGE CONSORTIUM,

A TITLE III PROJECT

PART I: SURVEY RESULTS

James Farmer

Robert I. Littell

July 31, 1977

SR 77-0025

Systems Research Inc.
Washington, D.C. 20005

PREFACE

This report is part of an evaluation of activities of the Small College Consortium for the fiscal year 1976-1977. The Small College Consortium is funded under Title III of the Higher Education Act of 1965 (PL89-328), as amended, for developing institutions. Under this project technical assistance and financial resources were provided to 54 colleges "...to learn to use new techniques, strategies, and processes to overcome weak areas of their institutions." Averett College was the Coordinating College for the project.

The evaluation has three broad purposes: to assess the progress of participating institutions in fulfilling objectives of the project, to provide additional insight into the development process, and to identify procedures used by colleges to assure accountability. The evaluation includes two parts. The first part is the survey results completed by all institutions and materials on the project available from the Washington, D.C. office. The second part is the analysis of seven case studies and the case studies themselves.

This report should be useful to those interested in the general area of institutional development in higher education and in specific results of this consortium effort. The detailed evaluation results should be especially useful to staff participating in the project.

SUMMARY

If the project is to be measured by the Title III objectives, then these objectives are being accomplished. The institution's financial health and enrollment are improving. The average consortium college would be, based on contemporary indicators, "healthy." The colleges are planning to implement or continue the results of the project after Title III funding is completed.

In terms of the more limited objectives for the Small College Consortium project, the colleges are accomplishing development in the technical assistance areas approximately according to their original plan. The presidents of the colleges believe that the project is supporting institutional objectives and accomplishing the specific project objectives. This view is supported by evaluating the colleges' progress on a "template" or list of activities which the college would accomplish almost always in the specific technical assistance area. The colleges are progressing on these steps according to the original plan and near the original schedule with continued and accelerating progress.

The organization of the project and the use of the resources has been judged by the colleges as appropriate with some redistribution of funds which can be accomplished by budget revisions and some additional commitment of institutional resources, which is occurring.

Almost all of the colleges have implemented procedures for accountability of project funds and records in accordance with agency

recommendations. Based on survey responses, the colleges have instituted normal controls on expenditures and have implemented internal evaluation procedures.

The colleges expect to receive, and believe they need more technical assistance on the campuses next year than during 1976-77. This on-site expertise has local credibility and permits the project to gain campuswide support. According to project staff no major increase in on-campus advisement is planned. This should be reviewed with the project officer to see if budget adjustments can be made or project funding increased.

The Small College Consortium staff can further assist the colleges with project administration particularly in the areas of budget revision and budget control. The Small College Consortium may be able to implement inter-college funds transfers in future years to improve the utilization of available project funds.

CONTENTS

PREFACE iii

SUMMARY v

INTRODUCTION. 1

Project Background 1
The Evaluation 2

INSTITUTIONAL HEALTH. 5

Financial Health 5
Program Offerings. 11

COLLEGE EVALUATION. 15

Presidential Perspective 15
On-Campus Coordinator Perspective. 17
Project Resources. 19

PROJECT ACTIVITIES. 23

Growth Plans 23
Technical Assistance Area. 25

THE WASHINGTON, D.C. OFFICE 31

Purpose. 31
Benefits of the SCC Staff. 32
Institutional Support. 33

ACCOUNTABILITY. 37

Background 37
Accountability Practices 38
Use of Title III Funds 42

APPENDICES
A. Progress Templates
B. Comments of the Respondents
C. Small College Consortium Members

INTRODUCTION

Project Background

The Small College Consortium was founded as the result of a Title III grant to 54 institutions for the consortium, and the Council for the Advancement of Small Colleges was the assisting agency, with Averett College as the coordinating college. The institutions were to participate in one or more of five Technical Assistance areas:

- Planning, Management Information Systems, and Evaluation
- Enrollment Development, Retention, and Financial Aid
- Academic and Student Program Development
- Personnel Management and Development
- Fiscal Resources Management and Development.

Each college prepared a Growth Plan in accordance with institutional objectives and needs and participated in technical assistance areas as the college deemed appropriate. These activities included national or regional workshops, on-campus workshops, inter-campus visits, group meetings, and college staff effort.

The Small College Consortium has a small Washington, D.C. staff which provides project administration and technical advice. The staff prepares and coordinates the consortium activities such as conferences, and supports activities at individual colleges. The staff also prepares training and technical materials, and provides responses to college questions through research, telephone consultation, and campus visits.

The Evaluation

An evaluation of the Small College Consortium project was undertaken for several reasons. First, the Small College Consortium staff was interested in external and objective evaluation of the project and its progress. While institutional development has been a focus of federal interest and higher education research for several years, the techniques and methods employed by the Small College Consortium do differ from the traditional approach to institutional development taken by other Title III projects, and if successful would be particularly cost effective. Second, the evaluation may through another perspective provide some additional insight into the development process itself and the role of the Small College Consortium. Third, the evaluation is required by the U.S. Office of Education for Title III Developing Institutions grants and is encouraged by other federal agencies.

There were several special considerations in the development of an evaluation plan and design of an evaluation instrument. First, the evaluation must measure the results in accordance with the objectives of the individual colleges. Congress recognized the diversity of institutions in higher education, wished to maintain that diversity, and believed these institutions could best determine their objectives and the methods of fulfilling those objectives. Thus, an evaluation of a Title III project must be made using the objectives of the college itself rather than a model of what a "good" institution should be or should be doing. The evaluation recognizes and follows this intent.

The survey asks college staff to measure progress against college objectives within the technical assistance areas the college elected to pursue.

Second, the evaluation should focus on institutional progress and not on the current status of the institution. Thus, the evaluation must be one of change and rate of change in the institution and, for this reason, most comparisons must be by the institution, comparing one year with prior years. While it is possible and useful for the college to compare itself with peer colleges to determine its status, the project must focus only upon change within the college over time. It is the development process, not institutional status, which is being measured.

Third, the General Accounting Office and the U.S. Office of Education have expressed concern about accountability of resources available to Title III institutions over the decade that the Title III program has been in existence. To accommodate these interests, an evaluation of accountability was included in the survey.

The evaluation was done in two parts. A survey instrument was drafted, reviewed, and sent to the institutions in May 1977. The survey requested specific statistical data from the institution, evaluation by the college president, and responses by the On-Campus Coordinator (OCC) or college staff selected by the OCC. The survey was supplemented by a review of institutional growth plans and staff papers in the Washington, D.C. office. The survey results and an analysis of supplementary materials are contained in Part I of the evaluation.

Separately, a team conducted site visits to 7 of the 54 colleges and developed case studies and an analysis of the case studies. Because the contents of case studies were particularly useful to other project participants, the case studies have been included in Part II of the evaluation with the synthesis of the case studies.

The evaluation, as constructed, does not have the statistical validity or elegance that it would have if there were a set of norms to measure all institutions. But such homogeneity was neither the intent of Congress nor acceptable to the colleges. Rather, the evaluation is limited by its ability to measure a single college's progress in development. This requires a judgment on the activities and their results. No apology is needed for these limitations; rather there must be an understanding that diversity and institutional self-determination for the foreseeable future cannot be measured and controlled as if education were a well-defined production process.

INSTITUTIONAL HEALTH

Financial Health

Since one purpose of Title III is to improve the viability of colleges, it is important to examine the current status of the institution. No dir ct causal relationship between the Small College Consortium project and the health of the institution can be established statistically however. It is the judgment of the participants and the evaluators that the project does contribute to the health of the institution. The ultimate benefit of the project cannot be measured at the present time.

For a college to continue serving its students and community, it is necessary that the college have "financial health." While financial health does not have an accepted definition, there are a number of indicators that have been reliably used to indicate financial health. These include: stable or growing enrollments, adequate revenue to cover expenditures, reasonable unit costs, reasonable debt per student, and adequate program offerings.*

The enrollment of participating colleges from Fall 1975 to Fall 1976 showed increases in all categories with larger increases in continuing students and upper division (Fig. 1). While nationally liberal

---

*These indicators were developed and used in New York as part of the Temporary Commission on the Future of Postsecondary Education's work. The report, "Financial Health of Independent Colleges and Universities in New York," was prepared by James Farmer and reproduced by Systems Research Inc. as SR report SR 77-0012. The report reviews selection and use of indicators.

Similar indicators are used by John Minter and Howard R. Bowen in their annual report on private higher education. The third report, "Private Higher Education, 1977" was published in May 1977 by the Association of American Colleges.

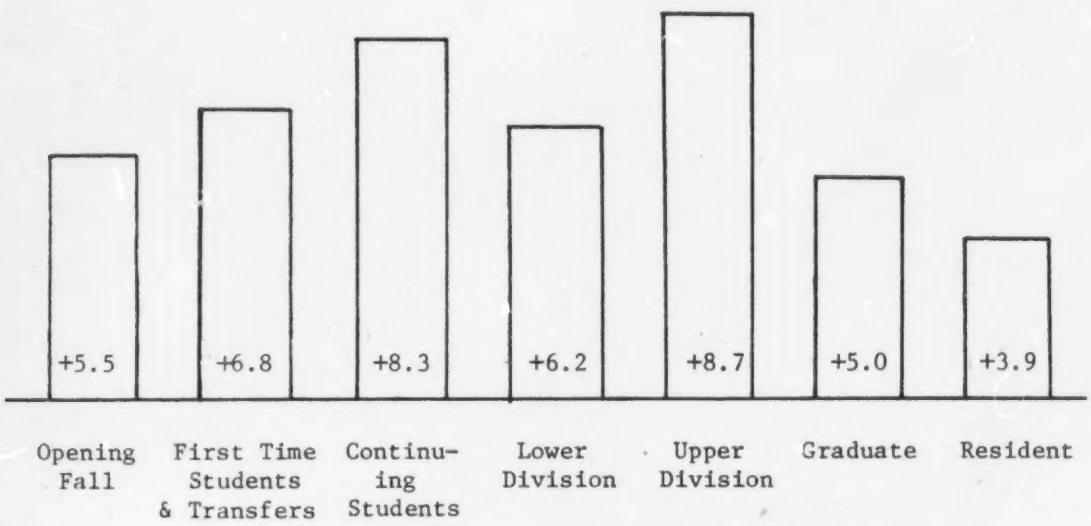


Fig. 1--Percentage Differences for
Enrollment Reports
Fall 1976/Fall 1975

arts institutions had no gain in this period, the participating colleges gained more than 5%. Most colleges experienced a decline in continuing students; the participating colleges gained more than 8%. Only in the category of graduate students did participating colleges, with a gain of 5%, fall below the national average of 7% for institutions classified as Liberal Arts II using the Carnegie Commission classification. Thus, the colleges appear as a group to be increasing enrollment. Though nine of the colleges showed a decrease in enrollment, only one exceeded the 5% annual variation considered by the New York Commission to indicate lack of financial health.

The education and general revenues along with expenditures increased in 1976-77 (preliminary data) over 1975-76 at approximately the same rate. Figure 2 shows the distribution of educational and general revenue sources changing only slightly with some reduction in federal support--from 4.4 to 4.1% which is about one-third of the 12.8% for private colleges identified by the National Commission on the Financing of Postsecondary Education. Both revenues and expenditures increased by 7.1% from the previous year, with the larger portion, 7.6%, from student tuition and fees as shown in Fig. 3. The major areas for increased expenditures are shown in Fig. 4. These included instruction and departmental research (9.4%) and student aid (12.3%).*

Student-aid grants rose 10.5%, including a 13.3% by the federal government (Fig. 5). The funding sources for the average student

*Student-aid expenditures include administration cost.

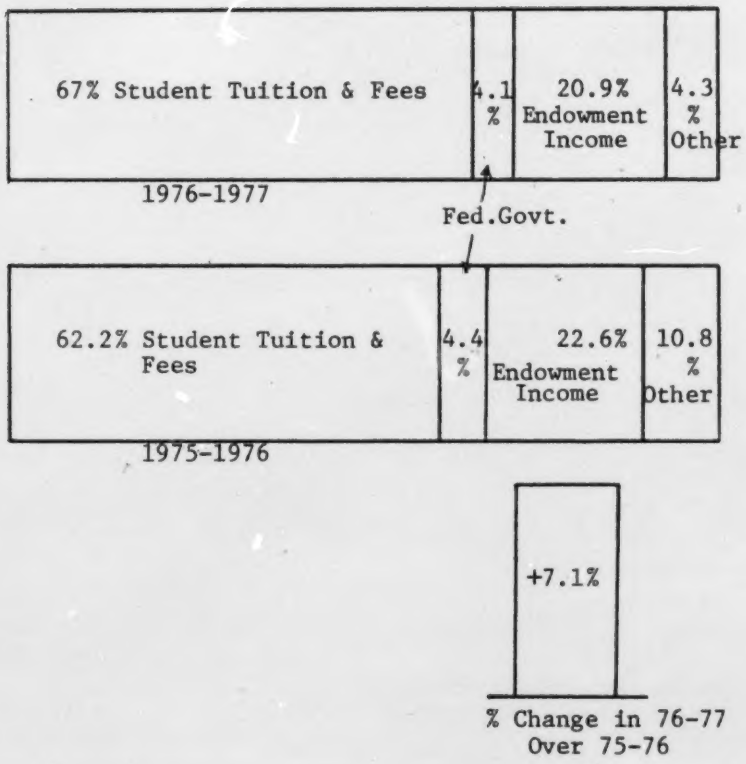
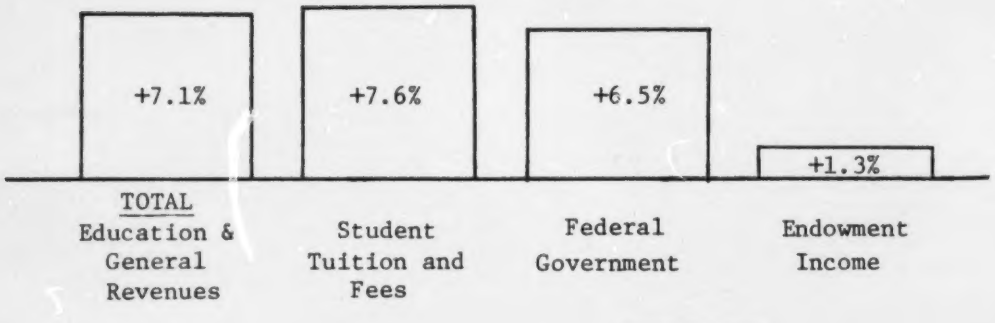


Fig. 2--Distribution of Education and General Revenue Sources

Fig. 3--Percentage Changes in General Revenue
in 1976-77 over 1975-76



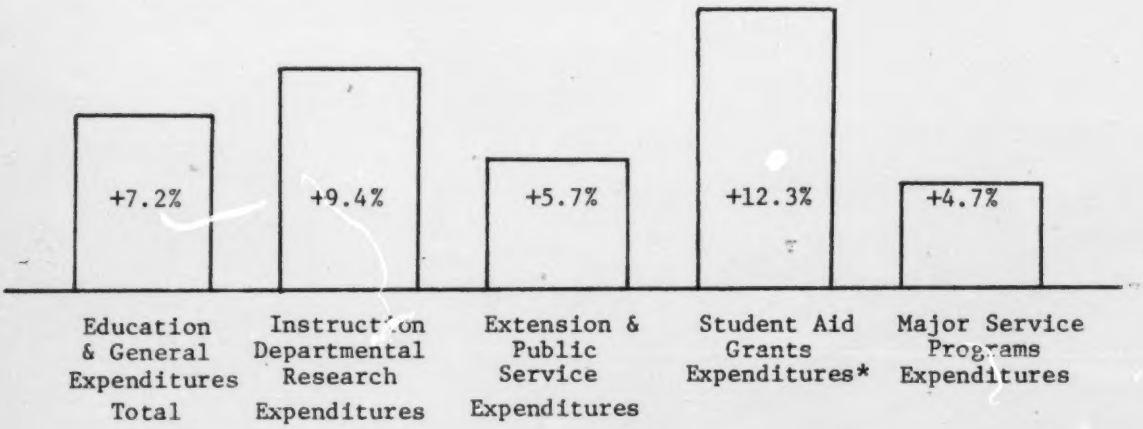


Fig. 4--Percentage Changes in Education
and General Expenditures
1976-77 over 1975-76

*Including administration cost.

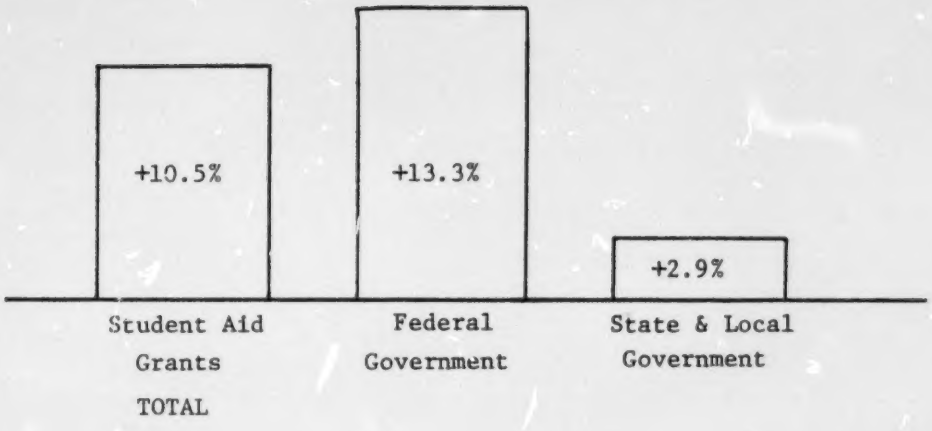


Fig. 5--Percentage Change in Student Aid Grants

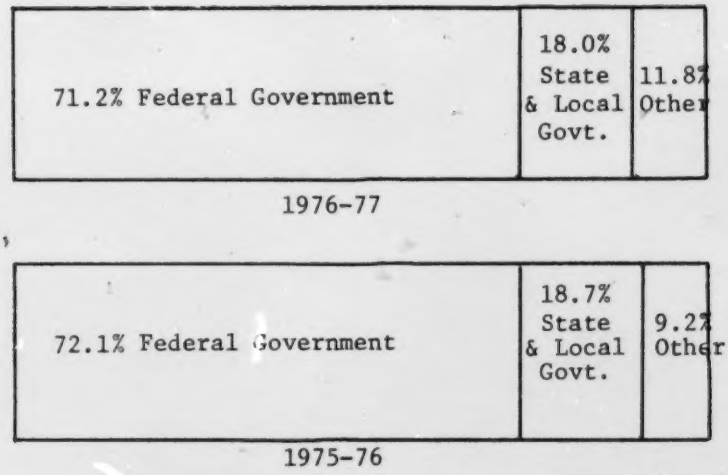


Fig. 6--Distribution of Student Aid Grants

financial-aid grant in participating institutions are given in Fig. 6; most support is from the federal government in consonance with current national policy of supporting students rather than institutions.

Colleges were able to increase their endowment and endowment income as shown in Fig. 7. There was a 6.6% endowment earning which, combined with endowment contributions, yielded a combined increase of 11.3%. Only one college reported a decrease in endowment, one indicator of lack of financial health, though three colleges did not report any endowment or endowment earnings.

Compared to the general indicators of financial health, and the enrollment trends at private institutions, participating colleges appear to have financial health. It is not possible, from financial data alone, to determine what special efforts may have been required to sustain their financial health. Based on case histories and other data, it appears that the colleges developed "steadiness without stagnancy," which Bowen and Minter attributed to all private higher education. This is not to claim that the financial situation of participating colleges, or even private higher education as a whole, is sound, but rather that there has been careful improvement which will require continuing effort by college administration and faculty.

Program Offerings

There appeared to be no universally accepted definition of "academic programs." Most institutions have only a few degree programs but students are permitted a number of majors or options within these

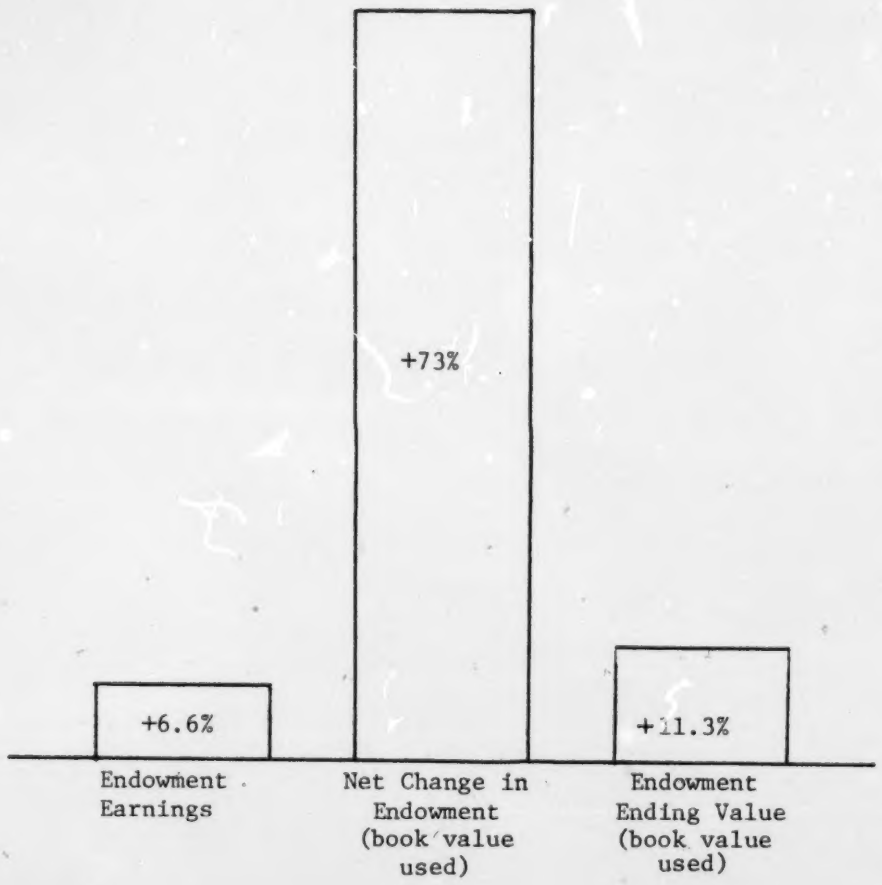


Fig. 7--Percentage Changes in Endowments in 1976-77 over 1975-76

programs. Some of these have been adapted to specific types of students (for example, criminal justice), or offered in a particular format (such as weekend colleges). Much of the program planning has centered on this type of activity. At the same time, however, other program changes have occurred so that these increased offerings have not significantly increased the unit cost of instruction. It is estimated to have increased only 3.9% faster than enrollments (a decrease in constant dollars of about 4%).

As a whole there is no evidence of program retrenchment which would adversely affect the colleges' ability to attract students in the future.

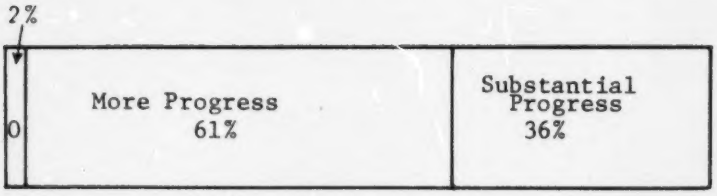
COLLEGE EVALUATION

Presidential Perspective

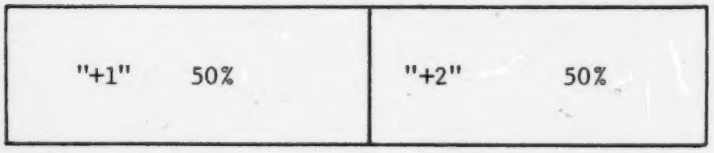
The presidents of SCC were asked to compare the progress of their respective colleges in achieving their goals and the contribution of Title III and the Small College Consortium. Since many institutions have other Title III projects, it was important to assess these separately.

The presidents were overwhelming in their observation that the college was progressing better in reaching its goals during the first year of the Small College Consortium than the previous year before the project. Of the presidents, 98% believed they were making more progress than in the previous year. One-half of the presidents believed that Title III involvement, over a period of years, had "substantially" contributed to this effort, and one-half indicated "some" contribution. The Small College Consortium had 46.3 and 57.3%, only slightly less than the combination of institutional and consortium projects. The president may have more direct control over other Title III participation. This other often contributed substantially more institutional funds than the Small College Consortium. These results are shown in Fig. 8.

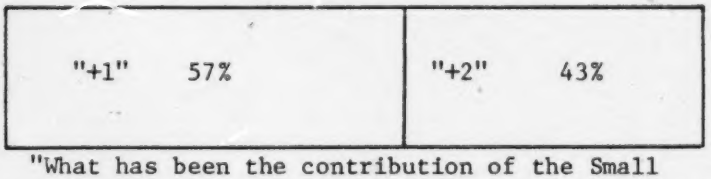
But more important than a high opinion of the project, the key question is whether the president would prefer using the same federal resources in some unrestricted manner, and whether the president is willing to commit additional institutional resources to the project.



"How the colleges progressed in achieving goals they have identified."



"To what extent has Title III contributed to achieving identified goals?"



"What has been the contribution of the Small College Consortium to achieving identified goals?"

Fig. 8--Institutional Progress

The presidents generally agreed that resources were best used in the project than in any other way--only 11.6% thought additional progress could have resulted from using these resources another way, as compared to 25.6% who thought the project was the best way.

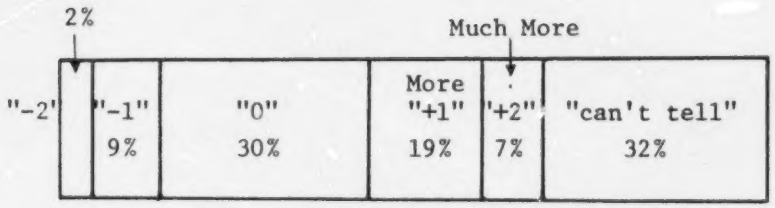
The most important response was the 70.3% of the presidents who intended to increase the college's resource commitment to the project the following year. Since most colleges had already prepared budgets for the 1977-78 academic year when the survey was taken, this answer reflects priorities of the colleges and their real commitment to the project.

Although the project management staff--the Washington "office"--had several reorientations and reorganizations, 63.5% of the presidents thought the project management was better or much better than similar consortia projects. This result is particularly significant as it occurs during the first year of the project--when results are less evident. Every other indicator (commitment of resources, approval of the approach, and usefulness of the group activities) show similar college support for the Small College Consortium.

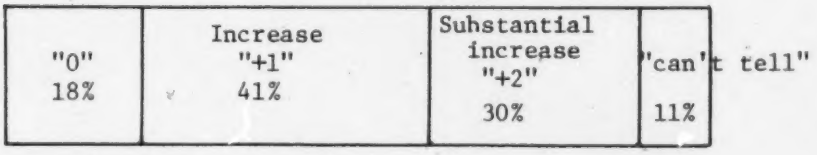
These results are summarized in Fig. 9.

On-Campus Coordinator Perspective

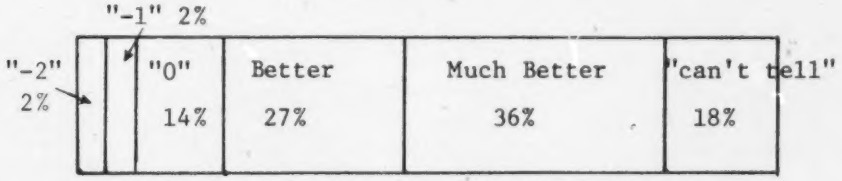
The On-Campus Coordinator shared the President's view of the project as a whole, and of the project management's effectiveness. Of the respondents, 97.6% believed that project staff members were



"How does the project's progress compare to the progress which could have resulted from having the same resources without restriction on its use?"



Participants' intent to increase or decrease the institutional effort for the Small College Consortium next year.



How project management was rated compared to similar consortium projects.

Fig. 9--Use of Project Resources

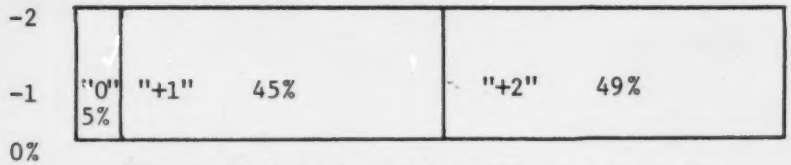
effective as advisors, and 94.7% thought that the Small College Consortium served the campuses well, or very well. Only one college thought the advice received from the Small College Consortium staff was not useful; 95.2% thought the advice was useful or most useful. These are summarized in Fig. 10.

The views of the On-Campus Coordinators are sustained by their response to specific activities of the central staff. They found the group meetings and campus visits most useful and the project results most helpful.

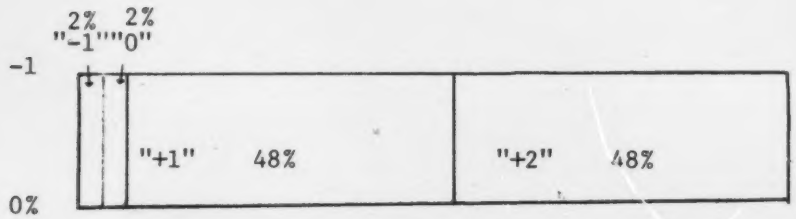
Project Resources

Respondents to the survey indicated an average expenditure per institution of $33,000. This represented only 1.5% of the institution's total education and general expenditures and 15.8% of the education and general revenues provided by federal funds (including some student financial aid funds such as college work study). The grant was about 1.1% of the current fund revenues (see Table 1). Thus, the Small College Consortium grant was, for the institutions, a relatively small incremental fund. Yet the evaluation shows the impact has been considered significant by the college staff, particularly the president. The grant generated, for the average college, 780 person-days of effort not counting the contributed time of many college administrators and faculty members not reimbursed from the project funds. For each SCC staff day of advise or assistance, the campus spent 56 days in support of the project.

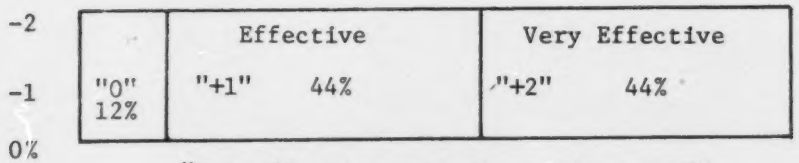
Project funds were directed into speific areas which have long term benefits such as long-range planning, program and personnel



"How well did the Small College Consortium project staff serve?"



"How useful was the advice you received from the Small College Consortium staff?"



"How effective were the project staff as advisors?"

Fig. 10--Project Staff Effectiveness

Average Expenditure per Institution	$32,800
Average Percent of Total Education and General Expenditures	1.5%
Average Percent of Total Federal Education and General Expenditures	15.8%
Average Percent of Total Current Fund Revenue	1.1%

Table 1

PROJECT FUNDS

development, fiscal resource systems, and enrollment and financial aid projects. Such projects often do not have campus support for expenditures from meager campus budgets. The grant expenditures were spent more for travel, training, and consultants than the campus budget. These expenditures were necessary to develop the expertise necessary to support the project activities and contribute to the long-term viability of the colleges.

Each college contributed an average of $11,000 to the $22,217 grant. Thus, the project had available 48% more funds than the federal grant provided, and because of the contributed staff time, supplies and facilities, two or three times as much effort as the federal grant would have purchased.

PROJECT ACTIVITIES

There are two types of project activities which accomplish the goals of the project. First, the development and use of the "Growth Plan" coordinates efforts of the college and the Small College Consortium (SCC) staff. Second, the colleges had specific efforts in technical assistance areas. These were supplemented by technical assistance from the Small College Consortium, consultants, and advisors.

Growth Plans

As strongly encouraged by the consortium, 83% of the participating colleges developed a Growth Plan which was used as a means of assessing what needed to be done.* This Growth Plan was intended to be used by the project, but it often included other activities of the college. It was used by many colleges to coordinate development activities. Of the institutions, 93% thought the Growth Plan was useful for project management and 79% thought the Growth Plan was useful for others on the campus. The accompanying text suggested that the Growth Plan was a useful intracampus communications device, particularly where well circulated. Almost one-fourth of the colleges responded that they accomplished the activities of their Growth Plan as scheduled. An additional two-thirds accomplished some or most of their activities on schedule. This is particularly significant progress for the first year of a project which was delayed several months for funding and reorganization. More than four of five institutions believed that these activities did affect the problems which were identified in the Growth Plan (see Table 2).

* All colleges prepared "Growth Plans," 83% were used for linking identified needs with subsequent activities.

Table 2

VALUE AND USE OF THE GROWTH PLAN

	No	Somewhat	Yes
Did the college develop a "blueprint" of the college as a means of assessing what needed to be done?	4.6%	37.8%	57.6%
Did the college develop a growth plan which tied the blueprint to specific activities?	17%	37%	46%

	Other	Useful	Very Useful
How useful was the growth plan for project management?	7.5%	37.5%	55.0%
How useful was the growth plan for others on the campus?	21.4%	52.4%	26.2%

	No	Somewhat	Yes
Did the college accomplish the activities with a time close to projections?	11.9%	64.3%	23.8%
Did the activities positively affect the problems identified?	19%	51%	30.2%

Thus, the Growth Plan has been established as a procedure on the campus to identify problems, list actions to solve these problems, and schedule activities to effect solutions. Much of the college project activity during this first year focused on planning. In part, this is required to coordinate later activities in technical assistance areas. In part, this represents recommendations of the technical assistance staff. The Growth Plan was the primary vehicle for managing this planning and the activities in other technical assistance areas.

Technical Assistance Areas

The colleges were encouraged to identify specific technical assistance areas for their development activities. These were initially identified as Planning, Management Information Systems and Evaluation; Enrollment, Retention, and Financial Aid; Program Development; Personnel Development and Fiscal Resources Management and Development. The project activity for the 1976-77 academic year is summarized in Table 3. More than 80% of the total activity focused on planning. Enrollment and Financial Aid was a second area of emphasis, while almost no effort was focused on Fiscal Resource Management and Development.

In part, the emphasis on planning reflects the project emphasis itself, and in part the distribution of effort represents a natural sequence which must be undertaken by a developing institution. Planning is important to any major change and the results in other technical assistance areas would lead to change. Thus, planning is a predecessor to activities in other technical assistance areas.

Table 3

EFFORT IN TECHNICAL ASSISTANCE AREA

Technical Assistance Area	Effort in Person-Days					
	College	SCC	CASC	Other	Total	Part of Effort
Planning, MIS & Evaluation	25,556	433	127	750	26,866	80%
Enrollment, Financial Aid	2,870	66	103	78	3,117	9%
Program Development	2,336	33	32	68	2,469	7%
Personnel Development	522	5		14	541	2%
Fiscal Resources	635	24		25	684	2%
TOTAL	31,919	561	262	935	33,677	100%
Ratio of Campus Effort		57:1	122:1	34:1		

There were 33,677 person-days used in activities supporting the technical assistance areas, or more than 150 person-years. More than 95% of this effort was college staff. For every 57 person-days of college effort, one person-day was supplied by the Small College Consortium as reported by the colleges. Thus, with an expected increase in college effort for the second year, as most reported in the narrative, the Small College Consortium should expect to provide from 800 to 1,000 person-days of SCC staff on college campuses to meet the expressed needs of the colleges. If this were to occur, then eight to ten technical assistance advisors would be required if they could generate 100 person-days--40% of available time--per person per year on college campuses. This would require a travel budget of more than $100,000 to support this intensive institutional support activity.

The Council for the Advancement of Small Colleges provided about one-person year of institutional support. Most of these resources were from the consulting network. Other institutional and technical support, approximately 3% of the total effort, was primarily consultants.

The progress in each technical assistance area was evaluated by institutional progress on a "template" or list of activities or products which should be accomplished in each technical assistance area.* In some areas, such as Management Information Systems, there are specific activities which must be accomplished and which yield identifiable outputs. In other technical assistance areas, such as

---

* See Appendix A for progress templates.

Personnel Development, it is much more difficult to identify specific activities or events without dictating the method of personnel development. Each institution ranked its progress on these lists. Their progress was measured by their accomplishments during the past year compared to those of the prior year. For purposes of this analysis, the first technical assistance area was divided into two parts: Planning and Management Information Systems.

As summarized in Table 4, 35 of the 54 institutions emphasized Planning and the average institution accomplished 8 of the identified 14 steps, or 57% of the steps.* Similarly, the 30 colleges emphasizing Management Information Systems accomplished one-half of the steps, which were very specific and well documented in materials provided to workshop attendees. Those colleges with emphasis in Enrollment and Financial Aid, Program Development, or Personnel Development, made similar progress during the first year averaging more than half of the steps. This seems reasonable progress since this is a three-year project. Fiscal Resources seems to be the most difficult for the few institutions emphasizing this activity. This likely results from the activity cost--frequently requiring some increased automation by the college--or the lack of emphasis by the project staff.

Based on observations of similar institutions, progress during this first year--actually, the first nine months of the project--was

*Not all steps would be applicable to all institutions. Thus, the results would always be less than 100%. However, all steps should be accomplished by most institutions.

Table 4

DEVELOPMENT PROGRESS BY TECHNICAL ASSISTANCE AREA

Technical Assistance Area	No. of Colleges with Activity	Number of Activities or Steps	Average Completed	
Planning, MIS, and Evaluation				
Planning	35	14	8	57%
Management Information Systems	30	10	5	50%
Enrollment, Financial Aid	22	13	6.2	48%
Program Development	12	12	6.7	56%
Personnel Development	15	14	7.3	52%
Fiscal Resources	10	13	4.8	37%
TOTAL	54	1560	813	52%

better than expected, though less than the first plans had suggested. It is important to note the colleges are continuing their plans and those which were behind on their earlier predictions are beginning to catch up. With the practical content of recent workshops and seminars, the respondents believe they have specific information for continued and accelerated progress.

THE WASHINGTON, D.C. OFFICE

Purpose

The Washington, D.C. office of the Small College Consortium has several purposes. In general, it is responsible for project administration. In this role it represents the consortium to federal funding agencies, interprets federal directives to the colleges, and fulfills reporting requirements to the funding agency. The most significant role of the Washington D.C. office is facilitating the exchange of technical information. This is done through a series of conferences and seminars, direct contact with the institutions, and preparation of manuals and materials. Although the two roles are markedly different, the "Washington, D.C. office" is often perceived by the college as monolithic. In the administrative role, the colleges view the Washington, DC office alternatively as a source of expertise, and in one case, unsympathetic to "campus" problems. Actually, this represents the expectation of the colleges. Almost all the colleges believe the Washington, D.C. staff are particularly effective on the campus, credit the staff with a large number of "field days," and would like more contact with the Washington, D.C. staff in the next year. The major issue identified by the evaluation is the role of the technical assistance advisors in the coming year when the budget may reduce their time "in the field."

Benefits of the SCC Staff

The On-Campus Coordinators gave the SCC project staff high marks for their contribution. Ninety-four percent described the service to the colleges as good or very good, and 82% thought their advice was useful. One respondent thought the advice was counterproductive, not because it was incorrect, but rather it was on a different subject than the OCC thought appropriate for the college. The SCC was rated above average as advisors by 84% of the respondents. In the text accompanying the responses, it was clear the colleges wanted pragmatic advice. The colleges had specific objectives and wanted an advisor capable of telling them the best ways to accomplish those objectives. They also wanted advisors who would be credible on the campus. The advisors were often expected to gain support for the project on the campus. The high opinion of the Small College Consortium staff by the OCCs reflects well on both the staff and their approach to advising and shows they have been particularly sensitive to the campus environment.

The presidents believed that the project's technical assistance staff was important to the project's results; 83% responded important or very important. The presidents were asked to compare the value of conferences, colloquies and workshops as compared to the productivity if the staff had remained on campus. Overwhelmingly--92%--the presidents thought these meetings were productive. This is supported by other responses which cite the value of conferences and efforts of the

staff in making these conferences and seminars productive. The results of these questions are summarized in Table 5.

The On-Campus Coordinators agreed with the presidents' perspective, but with less approval. They thought the technical assistance staff was important (39%) or very important to the project (36%) and the advisors were important (38%) or very important (26%). Though these responses are less enthusiastic than the presidents' responses, there is general consensus that the technical assistance is important to the project. Ninety-five percent of the 57 campus technical assistance area projects expect to use more technical assistance during the second year than the first. Eighty-seven percent believed the Washington, D.C. office to be responsive to their needs.* These responses are summarized in Table 6.

Institutional Support

In terms of project administration, the colleges believe that the Washington, D.C. office is performing well. However, there are a number of needed tasks which would assist the colleges. Although not directly identified by the institutions, there needs to be clear instructions on budget use, budget revision, and assistance in best using available funds.

In terms of technical assistance, the colleges believe that the Washington, D.C. office is performing well and that the technical services are important to the project. The colleges are expecting to receive additional technical assistance from the Washington, D.C. office

*Individual colleges' comments are excerpted in Appendix B expanding on the role of the SCC in technical assistance.

Table 5

BENEFITS OF SCC STAFF

Presidential Perspective	Counterproductive	Not	Some	Very
Importance of project's technical assistance staff and advisors	4%	13%	52%	31%
Productivity of conferences	2%	6%	52%	40%
On-Campus Coordinator Perspective				
Service of SCC project staff to colleges		6%	44%	50%
Usefulness of staff advice	2%	6%	44%	48%
Effectiveness of SCC project staff as advisors		16%	45%	39%

Table 6

BENEFITS OF TECHNICAL ASSISTANCE

On-Campus Coordinator Perspective	Counterproductive	Not	Some	Very
Importance of project's technical assistance staff		35%	39%	36%
Importance of the advisors	8%	28%	38%	26%
Productivity of SCC sponsored conferences and workshops		25%	34%	41%
Responsiveness of Washington, D.C. office to technical assistance needs		13%	41%	46%
Amount of technical assistance needed second year	2%	5%	43%	52%

when it is unlikely to be available either in the amount or the type the colleges would like. The SCC staff was credited by the colleges with spending 561 days on the campus (most after January 1, 1977). To meet college expectations and needs would require 800 to 1,000 person-days on the campuses.

Many technical assistance agencies funded by the federal government have demonstrated difficulty in getting expertise on the campus. Even institutionally-oriented centers find getting more than 30 person-days per professional staff member on the campus per year difficult to achieve. Yet the responses from this survey identify that the expertise needs to be on the campus in order for key staff members and faculty to give credibility to the advice that will yield results. It is the opinion of the respondents, particularly in their written comments, that it will be difficult to lead the college and they are depending upon the credibility of outside experts to bear the burden of justifying the activity. If this observation is true, the Small College Consortium will have difficulty making the project succeed through the next phase with the resources available for travel and staff time on campuses.

ACCOUNTABILITY

Background

The General Accounting Office and the U.S. Office of Education have expressed concern about use of the Title III grants by institutions. Some institutions, without the tradition of receiving and accounting for restricted federal grants and without the infrastructure for specialized project accounting, have had difficulty learning about and abiding by all applicable laws, regulations, procedures, and practices.

Based on an informal draft of instructions which was later to be released to Title III grant recipients by the U.S. Office of Education, a number of questions were included in the survey to see if institutions were following practices the federal agencies thought appropriate for grant recipients. It is important to note the colleges included in the Small College Consortium receive only a small part of the Title III funds. The funds provided by this grant compared to the average Title III grant are very small. For most institutions, this was the first federal grant of this type and represented some difficult procedural and accounting problems for the institution.

There were some questions which the colleges had difficulty interpreting as the questions had words or phrases which could be interpreted several ways, representing the difference between "Washington jargon" and the terms used in colleges. For example, many colleges thought the budget (document) was adequate, while the budget

(amount) was barely adequate. Because of these differences in interpretation, the responses to this part may be less valid than responses to other parts of the survey.

Accountability Practices

The responses to the accountability questions are summarized in Table 7. These represent the five practices which are encouraged by the federal authorities, and four questions about the budget.

Ninety percent of the institutions indicated they had position descriptions for persons employed by Title III, and only 8% did not. Many institutions had position descriptions as part of their institutional employment practices. Some developed position descriptions just for the Small College Consortium project, including temporary and part-time personnel. From the federal point of view, position descriptions are useful in selecting and employing staff. However, a position description is not required for a consultant with a work plan or specific tasks to be accomplished, or for a person employed only a few days, such as students preparing for a meeting. By interpreting the question too literally, a few colleges may have prepared position descriptions not required.

The federal agencies encourage grant recipients to evaluate the progress of the project. A formal evaluation means that someone or some office, or an external agency or person, has been identified to evaluate the project or for colleges which have formal evaluation,

Table 7

ACCOUNTABILITY PRACTICES

Practice	Question*	Response	
Position descriptions for persons employed by Title III	4-8	Yes No Developing	90% 8% 2%
Internal evaluation of project	5-9	Formal Informal None	75% 21% 4%
Plans to continue project	5-10	Yes No No Decision	92% 2% 6%
Approval procedure for expenditures	7-2b	Business Office On-Campus Coordinator President Other	60% 20% 14% 6%
Record maintenance responsibility	7-2c	Business Office On-Campus Coordinator Other On-Campus Coord. (dupl)	80% 18% 2% 12%
Budget			
Adequacy of budget (amount) for project	7-3a	Adequate Inadequate	94% 6%
Categories of additional funds needed (when noted, 10 responses)		Travel Data Analysis Salaries Phone Consultants	40% 30% 10% 10% 10%
Budget revisions	7-3b	No Change Some Change Major Change	35% 65% None
Project funds not expended	8-3c	Some Unexpended None Unexpended	53% 47%

*Refers to page and question number in the survey sent to the SCC colleges. The text of each question was taken from the draft USOE guidelines.

such as those using management by objectives or program or zero-base budgeting, have specifically included the Small College Consortium project as a part of their overall evaluation. Three-fourths of the colleges had some means of formal evaluation. Most frequently it was a scheduled evaluation as part of the college's on-going evaluation of all activities. About one-fourth had informal evaluation, usually reviewed by the president or a vice-president, but a specific time for the evaluation was not given. (The response was usually like, "...the project was discussed with the president....") Only one institution responded that it had no evaluation.

Most of the colleges--92%--had plans to continue the project after the project was over, usually as part of a formal planning process or through an established position of institutional research or planning. Six percent of the colleges had not considered the question. Only one indicated that the project would not be continued. It is not the intent of Title III to become an institutional grant program providing federal general support to colleges and universities. Rather, it is the intent of the legislation that the development process be supported by these grants until the institution reaches some level of institutional health, or in the jargon, the institution is "developed." While most agree that the development process will not terminate, the institutions will reach some level of development which will reduce the investment in development. Almost all of the participating colleges recognize this intent and have carefully selected tasks which will

either have been completed by the time the project is over or which can be continued with college resources. Only one college, in its response, failed to understand the limited purpose of the Title III program, implying, as an institutional support grant program, the project was inadequate.

Thus the plans for continuing the project, a practice which is important to the sponsoring agency, recognize the limited objectives of the project and are preparing to assimilate the results and the procedures into on-going college operations.

In spite of the relative inexperience of the colleges in handling federal project grants, most of them adopted recommended procedures. A budget for the project was prepared and used. The On-Campus Coordinator (OCC) approved expenditures from the budget. In 20% of the colleges, these approvals were final, in 60% they were reviewed by the business office, in 14% they were reviewed by the president, and in 6% they were reviewed by another officer, usually the vice-president or dean. In only one institution does the OCC actually write checks for project expenditures.

Similarly, the financial records are maintained by the business office in 80% of the institutions and by the OCC in 18%. At one college, the Title III project officer for the institution's Title III project maintained the financial records for both projects. In most cases, the project records, including logs and correspondence, were maintained by the OCC, which is appropriate.

Use of Title III Funds

One of the questions posed by Congress has been whether the amount of the Title III awards were adequate. Because the awards for colleges in the consortium were very small--typically $22,000 for the first year--it would not be unusual for a number of colleges to respond that the funds were inadequate.* However, 94% thought the funds were adequate for the project objectives. Some indicated that they could have used additional funds in special categories. Of those making this suggestion (20%), 40% needed increased travel funds, 30% needed additional data analysis funds, and one college wanted increased salaries, telephone funds, and consultant funds. This was supported by the responses to other questions. The colleges thought the conferences and seminars were particularly useful to the colleges, primarily for the ideas which came from this activity. They believed that it would be useful to have more participation, but they did not have the travel funds available. In most of the institutions, travel funds are virtually non-existent and the college is reluctant to increase its own travel funds, but they thought the project should encourage this type of travel. It may be that the colleges have not had sufficient time (at least one budget cycle) to increase travel funds, or it may be that colleges, like state governments, first respond to fiscal stringency by decreasing travel, regardless of the potential value of the expenditure.

*The average first year award was $22,217. The original proposal was for $30,000. With direct college contribution, the average project funds were $33,000 not including contributed labor, space, and supplies.

One institution argued for additional funds on the basis of the ever-increasing importance of the contribution of small colleges. The college representative described the budget amount as "...almost insultingly inadequate."

One of the project administrative problems appeared to be the transfer of funds from one category of the budget to another. While none of the institutions indicated major changes in the budget, 65% had some budget revisions and others suggested budget revisions which they were "unable" to make. It may be that the colleges do not fully understand the procedures for a budget revision or may not fully appreciate the flexibility that they have with their budget. It would be helpful if the colleges received additional instruction on budget revision procedures so that the project could exploit opportunities for progress which cannot be identified before the budget process.

More than half of the institutions had unexpended Title III funds remaining, usually because some task, event, or person's availability did not permit the activity to take place before the end of the fiscal year. The text of the responses suggested that most colleges understood encumbrances and used this financial technique to complete tasks or activities begun during the fiscal year. It would be useful to the colleges if the SCC staff described the appropriate procedures for encumbering funds to assure that the activities were continuous from one fiscal year to another and to assure that the funds could be fully utilized.

In the written responses, the colleges identified the difficulty of hiring consultants. Two problems were described. First, it was difficult to find a consultant whom the college believed was fully capable and who was available for the federal consulting rate at the time needed by the college. In other responses, the colleges who used consultants made extensive use of the consulting network of the Council for the Advancement of Small Colleges (CASC). It may be useful if the SCC could identify sources of expertise for the colleges and describe the procedures necessary to obtain the services of a consultant. Second, several of the colleges had available funds for consulting, but no travel funds to bring the consultant to the college. The SCC staff could describe the procedures for budget transfer or consultancy contracting which would have permitted the resources to be matched.

In future years, the SCC may want to consider budget transfers between institutions to facilitate full use of the funds.* Two colleges identified funds which were returned to the consortium for redistribution. For such a procedure to work, it will be necessary to have implementing instructions early and a mechanism for effecting the redistribution.

Considering the relatively short experience of the colleges with the project and, for most, with Title III funding, it appears that the colleges are making good use of their funds and have adopted those accountability practices which assure that the funds are appropriately expended.

---

*This was done with informal information during the first project year.

Appendix A

PROGRESS TEMPLATES

To more accurately measure college progress in each of the Technical Assistance Areas which a college could choose to emphasize, a list of activities or products was developed. The evaluation team and the Small College Consortium staff developed this list, attempting to identify the common activities and products yet have a sufficiently comprehensive list to be valid. These lists are given, by Technical Assistance Area, in this appendix.

While these lists are not fully satisfactory to the evaluators, the Small College Consortium staff, or the responding colleges, the lists appear to be more effective than subjective evaluations of progress. The results of both measuring progress using the templates and the responses of the presidents and On-Campus Coordinators are similar. Refining the lists in the subsequent years may be useful in assisting other institutions who may wish to use the experience of the participating consortium colleges.

TECHNICAL ASSISTANCE AREA PROGRESS TEMPLATE

PLANNING

Presidential directive describing long-range planning process and responsibilities.
Long-range planning committee.
Goals statement/activities.
Review of data needs.
Identify specific planning responsibilities.
Documented planning process.
External assumptions considered.
Internal assumptions considered
Data analysis process utilized.
Draft plan created.
Reviewed and revised plan.
Plan disseminated.
Planning process reviewed and revisions documented.
Utilization of RMP modules.

MANAGEMENT INFORMATION SYSTEMS

Needs analysis activity.
Comprehensive activities in computer systems or manual systems.
General systems activities.
Institutional research.
College fact book.
Data element dictionary.
Forms review.
Plan for MIS activities.
Utilization of RMP modules.

ENROLLMENT DEVELOPMENT, RETENTION AND FINANCIAL AID

Manual of admissions procedures.
Prospective student inquiry system enhanced.
Identified student markets.
Developed communication tools and techniques.
Faculty awareness program on enrollment development.
In-service training of financial aid staff.
Identified and developed new sources of student financial aid.
Performed student flow analysis.
Enrollment projection system or procedures.
System for monitoring retention.
Utilization of RMP modules.

PROGRAM (ACADEMIC AND STUDENT) DEVELOPMENT

Reviewed curriculum, given our external and internal assumptions: (a) freshman programs; (b) new majors; (c) new courses; (d) course revisions; (e) others. Specify.
Faculty and staff development personnel worked on joint programs.
Reviewed programs/plans/personnel in student development.
Initiated new student-oriented activity based on student needs.
Initiated new career programs based on student needs.
Plan for in-service training for student development personnel.
For student service activities, estimate: (1) The number of low-income and minority students served; (2) Other special characteristics of participants.

PROFESSIONAL DEVELOPMENT AND EVALUATION

Analyzed pertinent information to plan faculty development.
Set prioritized goals for faculty development.
Selected strategies for achieving goals.
Scheduled faculty development activities.
Evaluated success of faculty development activities.
Analyzed pertinent information to plan administrative development.
Set prioritized goals for administrative development.
Selected strategies for administrative development achieving goals.
Scheduled administrative development activities.
Evaluated success of activities in meeting goals.
Established purpose(s) of faculty development evolution.
Identified sources and kinds of information for faculty development evolution.
Devised a system of evaluation.
Established periodic evaluation of the evaluation system.

FISCAL MANAGEMENT AND DEVELOPMENT

Financial resource requirements projection.
Revenue projection system or procedures.
Cash flow projection system or procedure.
Budget planning system.
Monthly budget control system.
Program cost analysis.
Activity cost analysis.
Faculty productivity analysis.
Initiated a fund-raising plan for development.
Reviewed various recordkeeping systems in development.
Initiated processes to implement development activities in relationship to institution's goals.
Reviewed public relations activities in view of development goals.
Enhanced efforts in community/foundation/corporation fund-raising efforts.

Appendix B

COMMENTS OF THE RESPONDENTS

In addition to responding to the survey questions, many of the colleges had comments about the project, identifying both their satisfaction with the project and their concern or suggestions for improvement. It may be useful to review excerpts of some of their comments.

Project Administration

For many of the colleges this was the first, or perhaps the most complex, of the federally sponsored projects. This presented some difficulties for the colleges, but they commented on the value of the Small College Consortium in assisting the colleges. One college wrote: "Communications sent from the SCC have been beneficial to the administration of the Title III project [and should be continued]." Another asked for "...specific guidelines in the use of the budget at the beginning of the [fiscal] year."

Many of the colleges requested additional contact with the Washington, D.C. office staff. They requested ".. a more regular basis of contact between the SCC [colleges] and the Washington staff." and suggested they "...would like a calendar or monthly report of Washington staff activity." and "thought "...perhaps it would be useful to have telephone conversations to supplement staff visits [to the colleges]." One college would have the Washington office "...identify explicitly who our advisor is."

Technical Assistance

The colleges were particularly pleased that they could have different objectives for the colleges. One college comments that, "One of the strong points in favor of SCC is that of allowing each college the opportunity to identify the specific objectives the institutions should concern itself with knowing the project." Another complimented the Washington staff saying, "It is nice to know that someone else is identifying our problems and to know that someone cares." Another similarly said, "We get the idea that [the Washington staff is] an agency designed to help rather than to frustrate us."

The Small College Consortium project is perhaps different from many others since the participating colleges are not expected to have identical objectives or, for the purpose of the project, follow identical steps. This represnts a major challenge since the project cannot be managed with the rigid structures of most projects. The role of the Washington, D.C. office staff appears to be encouragement, advice, and facilitation. The colleges believe that this process is particularly applicable to their needs and work. As one college commented, "The momentum is excellent, but do not overextend ourselves in the future." To make this approach work, there has to be, in the opinion of the colleges, close interaction on both administration and technical assistance. More than ten of the colleges volunteered in these responses that more frequent visits by staff were needed. One commented that the "...advisors [to the] college

did not have enough contact with the [college] administration." They had "high praise for the conferences" and thought "the workshops were good," but wanted to "have a technical advisor in the area being developed [by the college]." In addition, however, the Small College Consortium Washington, D.C. staff may provide encouragement for the college at the local level. One college explained, "...[the] SCC staff has helped the administrators pay more attention to the project."

The colleges have developed an appreciation of the Washington, D.C. office staff and believe it important to the continued progress of the project. They have confidence in the current staff saying, "...[there is] clear evidence of the competence and diligence of the [Washington, D.C. staff]." or "The overall staff is excellent, but the project had a slow start...but by no means should be discontinued." But it may be difficult to meet the expectations of the colleges. First, the staff must encourage or motivate local administration and faculty. Second, they must be competent in their technical area which, for these colleges, means having a repertoire of techniques which will work when applied to small colleges. Third, they must be immediately available, by telephone and on the campus, to facilitate campus progress whenever it is needed.

Appendix C

SMALL COLLEGE CONSORTIUM MEMBERS

Averett College
Danville, Virginia
President - Conwell A. Anderson
On-Campus Coordinator - Timothy Carter Brown

Barrington College
Barrington, Rhode Island
President - Harold L. Fickett, Jr.
On-Campus Coordinator - Patricia Gustavson

Bethel College
Mishawaka, Indiana
President - Albert J. Beutler
On-Campus Coordinator - Bernice Schultz

Brenau College
Gainesville, Georgia
President - James T. Rogers
On-Campus Coordinator - Edieann Biesbrock

Bryan College
Dayton, Tennessee
President - Theodore C. Mercer
On-Campus Coordinator - Mayme Bedford

Central College
Pella, Iowa
President - Kenneth J. Weller
On-Campus Coordinator - Arthur DeJong

College of Mount Saint Joseph
Mount Saint Joseph, Ohio
President - Robert E. Wolverton
On-Campus Coordinator - Mary Ann Haubner

Covenant College
Lookout Mountain, Tennessee
President - Marion D. Barnes
On-Campus Coordinator - Paul Gilchrist

Curry College
Milton, Massachusetts
President - John S. Hafer
On-Campus Coordinator - Randy Kupferberg

Dakota Wesleyan University
Mitchell, South Dakota
President - Donald E. Messer
On-Campus Coordinator - David Mitchell

Dominican College of Blauvelt
Blauvelt, New York
President - Sister M. Natalie Casey
On-Campus Coordinator - Sister Margaret Flynn

Eastern Mennonite College
Harrisonburg, Virginia
President - Myron S. Augsburger
On-Campus Coordinator - John Stahl

Eureka College
Eureka, Illinois
President - Daniel Gilbert
On-Campus Coordinator - Daniel Cobb

Findlay College
Findlay, Ohio
President - Glen Rasmussen
On-Campus Coordinator - James Didham

Freed-Hardeman College
Henderson, Tennessee
President - E. Claude Gardner
On-Campus Coordinator - Milton Sewell

Friends University
Wichita, Kansas
President - Harold S. Cope
On-Campus Coordinator - Howard Reitz

George Fox College
Newberg, Oregon
President - David C. LeShana
On-Campus Coordinator - Julie Hobbs

Gwynedd Mercy College
Gwynedd Valley, Pennsylvania
President - Sister Isabelle Keiss
On-Campus Coordinator - Sister Mary Theresa Glynn

Houghton College
Houghton, New York
President - Daniel Chamberlain
On-Campus Coordinator - Herbert Fuller

Huron College
Huron, South Dakota
President - Richard E. Hill
On-Campus Coordinator - Kenneth Meyer

Incarnate Word College
San Antonio, Texas
President - Sister Margaret P. Slattery
On-Campus Coordinator - Raymond Rataiczak

John Brown University
Siloam Springs, Arkansas
President - John E. Brown, Jr.
On-Campus Coordinator - John McCullough

King College
Bristol, Tennessee
President - Powell A. Fraser
On-Campus Coordinator - Thomas Brewer

Lakeland College
Sheboygan, Wisconsin
President - Ralph T. Mirse
On-Campus Coordinator - Thomas Benson

LaRoche College
Pittsburgh, Pennsylvania
President - Sister M. Joan Coultas
On-Campus Coordinator - Marjorie Nickel

Madonna College
Livonia, Michigan
President - Sister Mary Francilene
On-Campus Coordinator - Sr. Mary Lauriana

Marion College
Marion, Indiana
President - Robert R. Luckey
On-Campus Coordinator - John P. Williams

Mary College
Bismark, North Dakota
President - Harold J. Miller
On-Campus Coordinator - Sister Shirley Kucera

McKendree College
Lebanon, Illinois
President - Julian H. Murphy
On-Campus Coordinator - Fredrick Robinson

McPherson College
McPherson, Kansas
President - Paul Hoffman
On-Campus Coordinator - Norma Tucker

Mercyhurst College
Erie, Pennsylvania
President - Marion L. Shane
On-Campus Coordinator - Marvin Camburn

Mid-America Nazarene College
Olathe, Kansas
President - R. Curtis Smith
On-Campus Coordinator - James Ackerson

Mobile College
Mobile, Alabama
President - William K. Weaver, Jr.
On-Campus Coordinator - Foster Harwell

Molloy College
Rockville Center, New York
President - Sister Janet Fitzgerald
On-Campus Coordinator - Sister Raymond Augustine Loehr

Mount Mary College
Milwaukee, Wisconsin
President - Sister Mary Nora Barber
On-Campus Coordinator - Sister Dolores Rauch

Mount Mercy College
Cedar Rapids, Iowa
President - Sr. Mary Agnes Hennessey
On-Campus Coordinator - Thomas Zeidel

Northwestern College
Orange City, Iowa
President - H. Virgil Rowenhorst
On-Campus Coordinator - Philip Patton

Notre Dame College
Cleveland, Ohio
President - Sister Mary Marthe
On-Campus Coordinator - Harriet More

Ohio Dominican College
Columbus, Ohio
President - Sister Suzanne Uhrhane
On-Campus Coordinator - Sister Thomas Albert Corbett

Sacred Heart College
Belmont, North Carolina
President - Sister M. Michel Boulus
On-Campus Coordinator - Elaine Sipe

Saint Edwards University
Austin, Texas
President - Brother Stephen Walsh
On-Campus Coordinator - Joyn Knudsen

Saint Mary College
Leavenworth, Kansas
President - Sr. M. Janet McGilley
On-Campus Coordinator - Sister Mary Rau

Saint Vincent College
Latrobe, Pennsylvania
President - Cecil P. Diethrich
On-Campus Coordinator - Keith Bernard

Silver Lake College
Manitowoc, Wisconsin
President - Sister Anne Kennedy
On-Campus Coordinator - Edgar Raines, Jr.

Spring Arbor College
Spring Arbor, Michigan
President - Ellwood A. Voller
On-Campus Coordinator - George Kline

Sterling College
Sterling, Kansas
President - Charles Schoenherr
On-Campus Coordinator - Virginia Schwieger

Taylor University
Upland, Indiana
President - Robert Baptista
On-Campus Coordinator - Ronald Keller

Texas Lutheran College
Sequin, Texas
President - Charles H. Oestreich
On-Campus Coordinator - Robert Miller

The King's College
Briarcliff Manor, New York
President - Robert A. Cook
On-Campus Coordinator - William Watts

Tift College
Forsyth, Georgia
President - Robert W. Jackson
On-Campus Coordinator - Cheryl Rawls

Trevecca Nazarene College
Nashville, Tennessee
President - Mark R. Moore
On-Campus Coordinator - Robert Brower

Urbana College
Urbana, Ohio
President - Roland Patzer
On-Campus Coordinator - Deloy Rockwell

Viterbo College
LaCrosse, Wisconsin
President - Father Thomas Finucan
On-Campus Coordinator - Sister Mynette Gross

Westmont College
Santa Barbara, California
President - David K. Winter
On-Campus Coordinator - Edwin Potts